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ABSTRACT

Project SUCCESS, a combined bilingual education and college/career orientation program for Spanish speaking and Asian high school students of limited English proficiency, is described in this report. Located at Theodore Roosevelt High School in New York City, the program, in 1980-81, provided courses in English as a second language, English reading, native language arts, and bilingual mathematics, social studies and science; maintained a Dropout Prevention Clinic (DPC) which offered instruction and guidance to Spanish speaking ninth graders identified as potential dropouts; operated a High School Equivalency Program (HSE) to prepare Spanish speaking and Asian students who were average or had dropped out to take the General Equivalency Diploma examination; and provided college/career orientation services for program participants. The report describes the project background and organization; participant characteristics; instructional services; non-instructional activities; program implementation; and program evaluation. Evaluation results indicate (1) generally favorable student performance on tests of English syntax, with HSE and DPC students performing extremely well; (2) significant improvements in native language reading achievement among Spanish speaking students; (3) generally high success rates in different subject areas; (4) a program attendance rate that was better than the school-wide attendance rate; and (5) positive student attitudes toward the program. The report recommends program expansion to serve more students and provide more services. (Author/MJL)

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FINAL EVALUATION REPORT

E.S.E.A. TITLE VII

Grant Number: G008006582

Project Number: 5001-56-17625

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THEODORE ROOSEVELT HIGH SCHOOL

Principal: Philip Lefton

PROJECT SUCCESS: STRIVING UPWARD THROUGH COLLEGE AND CAREER EDUCATION FOR SPANISH SPEAKERS
1980-1981

Project Director: Carmen Miranda

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NEW YORK CITY PUBLIC SCHOOLS
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PROJECT SUCCESS: STRIVING UPWARD

THROUGH COLLEGE AND CAREER EDUCATION

FOR SPANISH SPEAKERS

AND

FOREIGN LANGUAGE/BILINGUAL EDUCATION DEPARTMENT

THEODORE ROOSEVELT HIGH SCHOOL

Location:	500 East Fordham Road Bronx, New York
Year of Operation:	1980-1981 Title VII of the Elementary and Secondary Education Acts, first year of funding Chapter 720 of the New york State Laws of 1973, third year of funding
Target Languages:	Spanish and Vietnamese
Number of Participants:	Approximately Spanish 380 Vietnamese 40 (Chapter 720) Other Asian 17
Principal:	Philip Lefton
Assistant Principal:	Laraine Marcus Pacheco
Project Director:	Carmen Miranda

I. DEMOGRAPHIC CONTEXT

Theodore Roosevelt is located on Fordham Road across from Fordham University, in an area of the "devastated South Bronx" that has, over the past ten years, undergone increasingly serious deterioration and decay. More and more, the school is becoming isolated from other buildings in use. The Fordham business area to the west of Webster Avenue still holds it own, with new shops opening as others close, and Alexander's,

McDonald's, and local merchants continue to provide some jobs for Roosevelt students. But the immediate area of Fordham Road, and the areas to the east, north, and south, are blighted by abandoned buildings and empty lots.

The scarcity of decent housing and the frequency of fires create severe physical and emotional problems for residents of the area and have many consequences for the school. The population shifts rapidly, with many families relocating to the North Bronx while other families of even lower income -- recent Hispanic immigrants and a rapidly increasing number of Indochinese refugees -- enter the area. Daily attendance is difficult to monitor, as students may be suddenly relocated to Manhattan because of fire, or may need to travel back and forth to the Caribbean islands of their recent origin. Vietnamese students sometimes live without families, or with relatives who speak no English, and as yet no community services are available to them.

The Puerto Rican National Forum recently opened offices on Fordham Road, and Theodore Roosevelt was a pilot school in participating in its programs, including the establishment of an after-school program for ninth-graders. Fordham-Tremont Mental Health Center cooperates with the school in the counseling and evaluation of students and in family counseling.

Roosevelt High School admits students from six feeder intermediate and junior high schools in community districts 9 and 10, as well as accepting walk-in admissions from newly arrived immigrants. The ethnic composition of the total school population (3,546) in October, 1980 showed 2,126 (60 percent) Hispanics, 1,275 (36 percent) blacks, 93 (3 percent) Asians, and 52 (1 percent) whites.

II. PROGRAM DESCRIPTION

BACKGROUND

In the years since 1975, when it received its first Title VII funds and staff, Theodore Roosevelt has transformed a small pilot bilingual program into what staff members consider the largest and most comprehensive service to bilingual students in the Bronx.

In 1974-75, the pilot program was initiated, consisting of three tax-levy teachers. In 1975-76, Project ABLE was funded by Title VII to serve Hispanic and Italian students. Title VII funds supported the services of a project director, two resource teachers (Hispanic and Italian), a bilingual grade advisor, and three paraprofessionals. These augmented the services provided by the three tax-levy staff members who provided instruction. The Italian resource teacher received permission from Title VII to teach content-area courses so that the Italians could be served in their native language. Four assistant principals and the project director supervised the developing program.

New York State Chapter 720 funds were received in 1978-79, and provided for the services of three teachers and a paraprofessional. As a result, the number of subject-area teachers increased to six, with a total of four paraprofessionals in the classrooms.

At the end of 1979, the program of bilingual education was consolidated into a single foreign language/bilingual education department, which now forms the largest department in the school.

In 1980, with the expiration of project ABLE, the entire program as funded by Title VII was kept intact, with not one position lost. Continuity of

staffing has also been excellent, with only one change last year in personnel.

In 1980-1981, in addition to continued support from Chapter 720, tax levy, Title I, P.S.E.N., and Title II, Theodore Roosevelt received Title VII funding for a new set of sub-programs under project SUCCESS.

SUCCESS has established new services for the steadily increasing number of students of limited English proficiency:

-- a Dropout Prevention Clinic to provide ninth-grade students who have been identified as potential dropouts with the basic skills to function in a traditional academic high school environment;

-- a High School Equivalency Program to retrieve dropouts by providing instruction preparatory to the General Equivalency Diploma Examination;

-- College/Career Orientation to provide college and career advising to all eleventh- and twelfth-grade students of limited English proficiency (L.E.P.) and to High School Equivalency Program students.

In addition, SUCCESS provides the services of a family assistant to improve communications between bilingual parents and the school.

ORGANIZATION AND FUNDING SOURCES

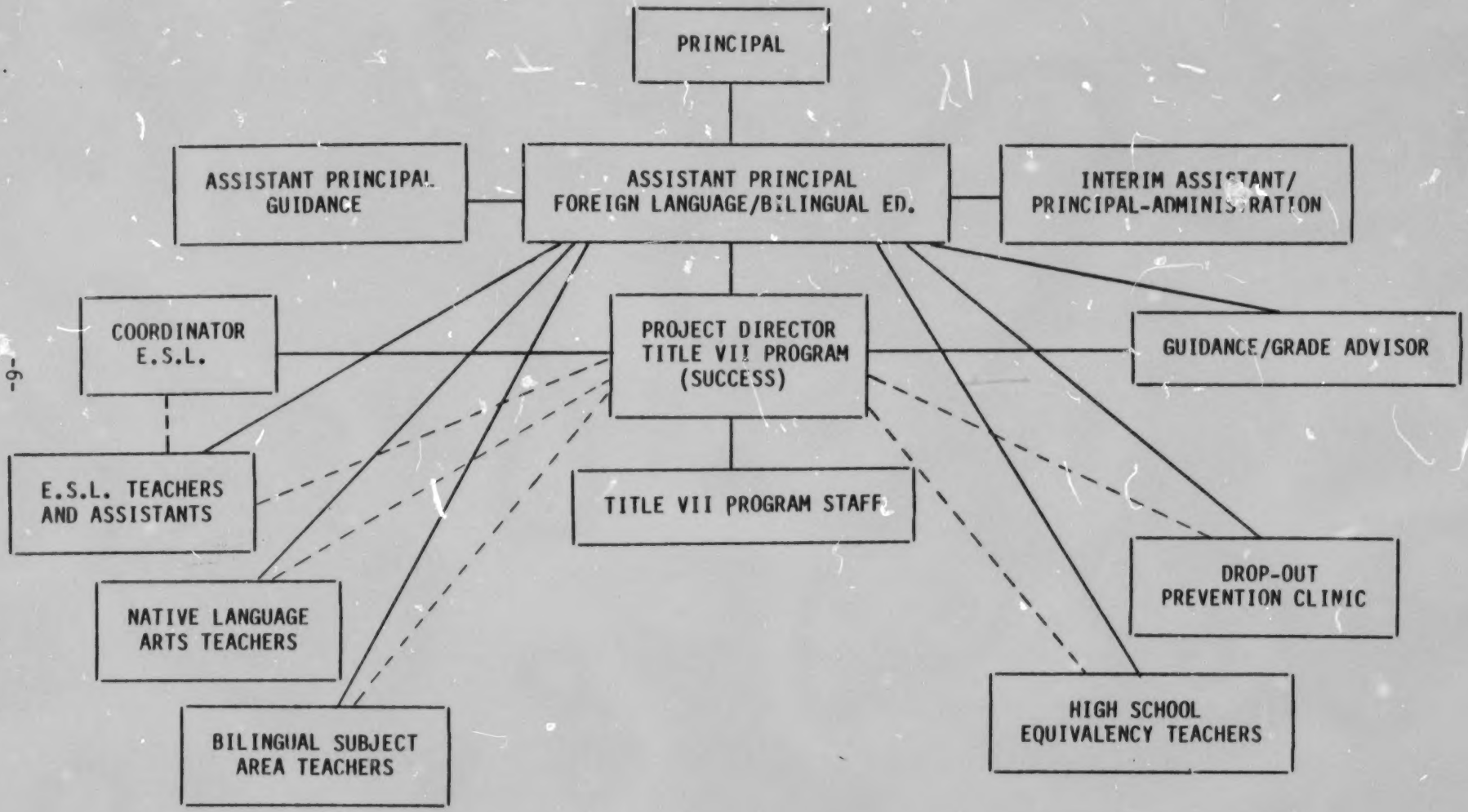
The bilingual program at Theodore Roosevelt functions under the supervision of an assistant principal for foreign languages and bilingual education. She is responsible for the supervision of all teachers providing instruction in the bilirgual program as well as the Title VII staff. The project director provides services to the bilingual project staff and teachers by coordinating bilingual program activities and services, providing in-service training, securing materials, and assuming responsibility for the project's administrative needs. She coordinates her activities and services with those of

other programs (such as E.S.L.) providing services to the bilingual students. Chart 1 delineates the nature of these relationships. The solid lines indicate the direction of formal supervision, whereas the dotted lines indicate a coordination of services without implying supervisory responsibilities.

Project SUCCESS combines five sources of funding: Titles I and VII of the E.S.E.A., P.S.E.N. and Chapter 720 of the New York State Laws, and local tax-levy funds. Tax-levy funds support the position of the assistant principal of foreign languages/bilingual education, and one-half time of the project director. Additionally, it supports one full-time grade advisor and the services of 19 teachers. Title I supports the full-time positions of three teachers and two paraprofessional assistants. Title VII supports one-half time of the project director, and the full-time positions of one college/career advisor, one teacher trainer, one family assistant, four paraprofessionals and one secretary. Of the state funding sources, P.S.E.N. supports the positions of three, and Chapter 720 of two, full-time teachers.

For the Vietnamese language students, Chapter 720 funds support the full-time position of a paraprofessional assistant, who aids teachers in the subject areas, prepares and translates materials, and assists in student advisement and parental involvement. Vietnamese students also receive services from personnel funded by tax levy and Title VII. These include classroom instruction, counseling, and administrative services.

Chart 1. Organization of bilingual program at Theodore Roosevelt High School.



Tables 1 and 2 show the funding of the instructional and non-instructional services for Spanish-speaking students.

Table 1. Funding of the instructional component.

Spanish

	FUNDING SOURCE(S)	NUMBER OF PERSONNEL: TEACHERS	PARAS
E.S.L.	Title I P.S.E.N.	3 3	2 0
Reading (English)	Tax Levy	6	0
Native Language	Tax Levy	5	0
Mathematics	Tax Levy	2	0
Social Studies	Chapter 720 Tax Levy	1 1	0 0
Science	Chapter 720 Tax Levy	1 1	0 0
H.S.E. Component	Tax Levy Title VII	3 0	0 3
D.P.C. Component	Tax Levy Title VII	1 0	0 1

Table 2. Funding of the non-instructional components.

Spanish

	FUNDING SOURCE(S)	PERSONNEL: NO. & TITLE(S)
Administration & Supervision	Tax Levy Title VII	A.P. Foreign Language/ Bilingual Department .5 Project Director .5 Project Director
Curriculum Development	Title VII Tax Levy	Teacher Trainer H.S.E. Teachers (3) D.P.C. Teacher
Supportive Service	Title VII Tax Levy	Bilingual Family Assistant College Career Advisor Bilingual Grade Advisor
Staff Development	Title VII	Teacher Trainer, Project Director (same as above)
Parental and Community Involvement	Title VII Tax Levy	All Title VII Personnel Bilingual Grade Advisor Members of Foreign Language/ Bilingual Education Department
Other	Title VII	Secretary

Tables 3 and 4 show the funding of the instructional and non-instructional services provided for the Vietnamese students.

Table 3. Funding of the instructional component.

Vietnamese

	FUNDING SOURCE(S)	NUMBER OF TEACHERS	PERSONNEL: PARAS
E.S.L.	Title I, P.S.E.N.	3 3	2 0
Reading (English)	Tax Levy	6	0
Native Language			
Math Mainstream	Tax Levy	3	1 Vietnamese Para-professional (Chapter 720) assists these teachers
Social Studies			
Science Mainstream	Tax Levy	2	

Table 4. Funding of the non-instructional component.

Vietnamese

	FUNDING SOURCE(S)	PERSONNEL: NO. & TITLE(S)
Administration & Supervision	Tax Levy	1 A.P. Foreign Language/ Bilingual Department .5 Project Director
	Title VII	.5 Project Director
Curriculum Development	Chapter 720	Vietnamese Paraprofessional has prepared and translated materials
Supportive Services	Chapter 720 Title VII Tax Levy	Vietnamese Paraprofessional assists Title VII Family Assistant and Bilingual Grade Advisor
Staff Development		
Parental & Community Involvement	Chapter 720	Vietnamese Paraprofessional has made home contacts and translated for parents

III. STUDENT CHARACTERISTICS

Theodore Roosevelt is officially designated a Title I school by the New York City Board of Education, and in 1980-1981, 90 percent of its 629 students of limited English proficiency were entitled to free lunch.

While the total school population has decreased in each of the last four years (3,061 in April of 1981, as opposed to 3,876 in 1979-1980), both the number and percent of students of limited English proficiency continue to rise. The percentage of students at Roosevelt whose native language is other than English exceeds the average for the city and the borough.

The target population of the Title VII/Chapter 720 program is students whose dominant languages are Spanish and Vietnamese.

Spanish	Vietnamese (and other Asian)
300 Title VII funded eleventh- and twelfth-grade students (125 students are also served by Chapter 720 funds).	57 - Chapter 720 funded
200 Chapter 720 funded ninth- and tenth-grade students.	

All of the program students were born outside the United States, principally in Puerto Rico (53 percent), the Dominican Republic (23 percent), Ecuador (9 percent) and Vietnam (9 percent), and the majority are recent immigrants (see Table 5).

Program students ranged from students of limited English proficiency who can qualify for advanced placement courses in their native language, to students who are illiterate in both their native language and English.

Table 5. Number and percentage of program students by countries of origin.

COUNTRY OF ORIGIN	NUMBER OF PROGRAM STUDENTS	PERCENT
Puerto Rico	235	53
Dominican Republic	100	100
Ecuador	38	23
Honduras	2	9
Nicaragua	2	-
Guatemala	1	-
El Salvador	1	-
Panama	1	-
Peru	1	-
Vietnam	40	9
Hong Kong	10	3
Laos	6	2
Cambodia	1	-
TOTAL	438	99

Because there may be selective personal and environmental pressures on students in urban communities the composition of the student body may vary from school to school and grade to grade within a school. Table 6 presents the distribution of bilingual program students by grade and sex. The figures indicate that boys outnumber girls in the ninth and tenth grade. In grades eleven and twelve, however, girls outnumber boys in a pattern which generally increases in these grades, suggesting that more boys leave the program and/or school than girls do.

Table 6. Number and percentages of students by sex and grade.

(N = 440)

GRADE	MALE N	MALE %	FEMALE N	FEMALE %	TOTAL N	TOTAL %
9	56	51	55	49	111	25
10	43	53	38	47	81	18
11	42	38	68	62	110	25
12	23	36	41	64	64	15
15*	35	47	39	53	74	17
TOTAL	199	45	241	55	440	100

* Grade 15 indicates those students who are in the High School Equivalency instructional sequence.

. The percentages of male and female students are roughly equivalent in the ninth grade.

. By the twelfth grade, the percentage of female students has risen to 64 percent, while male students have dropped to 36 percent.

. Seventeen percent of the bilingual program population are enrolled in the High School Equivalency Program.

Because so many of the Theodore Roosevelt bilingual students are immigrants (many having arrived less than a year ago), their educational histories may vary considerably. Many have suffered interrupted schooling, or, because of a lack of educational opportunities in their countries of origin, have received fewer years of education than their grade level would indicate. Bilingual program students are reported by age and grade in Table 7.

Table 7. Number of students by age and grade*.

AGE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	GRADE 15**	TOTAL
14		1				1
15	17	6				23
16	37	20	4			61
17	33	22	28	1	2	87
18	4	13	36	18	28	99
19	4	7	23	24	29	87
20		7	6	13	8	34
21		2		3	1	6
22				2	3	5
25	1					1
TOTAL	96	78	97	62	71	404
PERCENT OVERAGE FOR THEIR GRADE	82%	65%	67%	67%		71%

* Shaded boxes indicate the expected age range for each grade.

** Grade 15 indicates those students who are in the High School Equivalency instructional sequence.

. Seventy-one percent of the program students are overage for their grade.

. The highest percentage of overage students occurs in the ninth grade.

As Table 7 indicates, the fact that so many students are overage may have implications for interpreting students' outcomes and setting standards for expected rates of growth. These are students who have missed a year or more of school, whose grade placement may reflect their age more than their prior educational preparation. As a result they may have a lack of cognitive development in their native language which must be addressed, as it has implications for their ability to acquire literacy skills in English.

Table 8 presents an overview of the students involved in the bilingual program for whom information was reported, by instructional sequence and grade.

Table 8. Number of students by instructional sequence and grade.

INSTRUCTIONAL SEQUENCE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	GRADE 15	TOTAL
Academic	87	82	14	13		196
Career	1		97	51		149
Dropout Prevention	26					26
High School Equivalency					74	74
TOTAL	114	82	111	64	74	445

In an attempt to better understand the factors underlying the movement of students through and out of the program, data were collected on the reasons given for students leaving the program during the 1980-81 school year (see Table 9).

Table 9. Number of students leaving the program.

REASONS FOR LEAVING	GRADE 9	GRADE 10	GRADE 11	GRADE 12	GRADE 15*	TOTAL
Discharged/transferred to alternative program	1		3		5	9
Transferred to another school	1		3			4
Graduate				61		61
Returned to native country	3	1	12		3	19
Discharged (job)			1		4	5
Discharged (married)			1	1	1	3
Discharged (reason unknown)	1			1	5	7
Truant	3		1		2	6
Dropout					6	6
Other					8	8
TOTAL	9	1	21	63	34	128

* Grade 15 indicates those students who are in the High School Equivalency instructional sequence.

. Forty-nine percent of the students leaving the program were twelfth graders who graduated.

. Fifteen percent of these students returned to their native country.

. Almost half of the High School Equivalency students (34 out of 74) left the program during 1980-81. The reasons given were dropouts or truants (8), discharges for unknown reasons (13), and transfers to alternate programs (5).

. Grade nine, in which all students in the Dropout Prevention Clinic were enrolled, experienced only three students leaving because of truancy (this figure may include ninth graders not in the D.P.C.)

IV. INSTRUCTIONAL COMPONENT

NOTE: Because most features and procedures of the total bilingual instructional program have remained intact in the transition from the earlier project ABLE to the present foreign language/bilingual education department, this section will briefly summarize, and present tables documenting the instruction provided to all bilingual students. Later chapters will focus on the services provided by SUCCESS. The evaluator refers the reader to the Office of Educational Evaluation final evaluation report of 1979-1980 for a more detailed examination of the program and its services.

ENGLISH INSTRUCTIONAL PROGRAM

Theodore Roosevelt provides intensive instruction in English as as second language (E.S.L.) to permit a transition from Spanish to English as rapidly as possible. Table 10 shows the structure of courses in English instruction, all of which are taught 100 percent in English.

NATIVE LANGUAGE INSTRUCTION

Table 11 shows the range of courses for Hispanic students in the study of their native language. These courses are taught 100 percent in Spanish. Because of the small number of Indochinese students served, no classes in Vietnamese or Chinese could be offered, due to the lack of qualified personnel.

BILINGUAL CONTENT-AREA COURSES

Spanish-speaking program students are allowed to progress in the content areas of history, economics, math, and science through instruction in their native languages, especially since students who have come from other countries have had previous instruction in those areas. Teachers begin introducing English vocabulary immediately, however, and the use of English steadily increases as the course progresses. It is possible that classes that are technically listed as bilingual may have more instruction in English than in Spanish.

Table 12 shows the bilingual courses in which program students are enrolled. The content materials are identical to those in mainstream classes, permitting a student to transfer from Bilingual Math I to mainstream Math II with no discontinuity. All courses are primarily conducted in Spanish, and meet five periods per week.

MAINSTREAM COURSES

Table 13 shows the mainstream courses in which program students, including High School Equivalency Program students, are enrolled. All courses meet five periods per week.

Table 10. Instruction in English as a second language.

COURSE TITLE AND LEVEL	NUMBER OF CLASSES	AVERAGE CLASS REGISTER	CLASS PERIODS PER WEEK	DESCRIPTION	CURRICULUM OR MATERIAL IN USE
LE1N	1	20	10	E.S.L. Structure for slow learners	
LE1	2	20	10	E.S.L. Structure - Beginners	
LE2	3	20	10	E.S.L. Structure - Beginners	Lado Series Books 1 - 5
LE3	3	20	10	E.S.L. Structure - Intermediate	Teacher prepared materials
LE4 - 4A	3	20	5	E.S.L. Structure - Advanced	
LE5	5	20	5	E.S.L. Structure - Advanced	
LE1R	2	34	5	E.S.L. Reading - Beginners	
LE2R	2	34	5	E.S.L. Reading - Beginners	E.S.L. Reading Curriculum
LE3R	2	34	5	E.S.L. Reading - Intermediate	Teacher - prepared materials
LE4R - 4AR	4	34	5	E.S.L. Reading - Advanced	
LE5R - 5AR	4	34	5	E.S.L. Reading - Advanced	

Table 11. Instruction in native language skills.

COURSE TITLE AND LEVEL	NUMBER OF CLASSES	AVERAGE CLASS REGISTER	CLASS PERIODS PER WEEK	DESCRIPTION	CURRICULUM OR MATERIAL IN USE
LN1/2	1	20	10	Spanish for slow learners	1) Revised Curriculum for native speakers
LN3/4	1	20	5	Spanish for slow learners	2) Teacher-made materials
LSG-ungraded	2	34	5	Spanish grammar and composition	3) Textbooks for native speakers
LS3S 10th grade	2	34	5	Spanish grammar and literature	
LS4S 10th grade	2	34	5	Spanish grammar and literature	
LS5S 11th grade	2	34	5	Spanish American literature	
LS6S 11th grade	1	34	5	Spanish American literature	
LS7/8 12th grade	1	34	5	Spanish literature	
LS AP	1	20	5	Advanced placement	

Table 12. Bilingual instruction in content areas.		
COURSE TITLE	NUMBER OF CLASSES	AVERAGE REGISTER
American History	1	34
Economics	1	34
Latin American History	2	34
World History	5	34
9th Grade Mathematics	4	34
Algebra	2	34
Mathematics Skills	3	34
Biology (Modified)	2	34
Biology (Regents)	1	34
General Science	4	34

Table 13. Mainstream courses in which program students are enrolled.

COMPONENTS/SUBJECT	NUMBER OF STUDENTS	CRITERIA FOR SELECTION
ET6a	18	
ER6	25	
EM6	25	
EE6	6	
EM7	38	1) Above twenty-first percentile in English LAB.
EM8	38	
American History 2	38	
Hygiene	38	2) Requirements for graduation
Physical Education	382	
Typing	45	
Career Exploration	15	
Chemistry	8	
Geometry	10	
Shop	20	
Art	38	
Music	38	

V. NON-INSTRUCTIONAL COMPONENT

CURRICULUM DEVELOPMENT

Teachers in the foreign language/bilingual education department have continued to produce valuable materials that are widely used in other schools, including an E.S.L. course of study for the English-fluent bilingual student, as well as materials used in other departments of the school, such as Regents Competency Test materials. Eight teachers regularly develop materials on a per session basis. The Dropout Prevention Clinic, the High School Equivalency Program, and the college/career advisor also develop relevant curricula and materials for program students (see sections VI, VII, and VIII).

PARENTAL AND COMMUNITY INVOLVEMENT

Title VII funding provides the services of a bilingual family assistant to promote the relationship between families of bilingual students, including 300 students of limited English proficiency, and the school, with the aim of improving attendance and academic achievement. The family assistant lives in the community and is popular with the residents, allowing her to make frequent informal contacts with both parents and students and to follow up on family situations that affect attendance or performance. Such follow-up has included accompanying parents to the hospital to act as interpreter.

The family assistant notifies parents of attendance and cutting problems or school failure through letters, telephone calls, appointments at school, and home visits. Parents of Dropout Prevention Clinic students are telephoned after two absences. Since appointments at school provide an opportunity to review the records and to obtain parent signatures on evaluation

forms, they are particularly encouraged, and flexible arrangements have been made to allow working parents to visit before, after, or during school hours. During 1980-1981, the family assistant made formal contact with parents by a weekly average of 35 school appointments, 50 telephone calls, and five home visits.

In October, 1980 a Parent Advisory Committee was established, consisting of four parents of High School Equivalency Program students, two students, and two staff members. The family assistant has also been active in involving parents in city-wide parental meetings held at the New York City Board of Education and the State Office of Bilingual Education. For the first time, in 1980-1981, five bilingual parents not only attended the city-wide conferences in May, but also the preliminary planning meetings.

An important and effective means of involving parents in their children's education has been the offering of educational programs for the parents. One evening E.S.L. class continues to attract a very high attendance and an overwhelming positive response from parents. A High School Equivalency Program evening class, funded by Title VII, was started in November and holds two-hour sessions twice a week. Of 20 Hispanic adults registering, 15 attended regularly and 15 took the G.E.D. examination in May. The demand for both courses is rapidly increasing.

In addition to courses, regular monthly Parent Advisory Committee meetings and six bilingual parent meetings are held during the year. Parents are actively encouraged to visit the school for special events. For example, the school bought tickets for bilingual parents for both the

Spanish and English school plays. Parents were also involved in Puerto Rican Heritage Week and Pan American Week. An assembly program was held, and also a party at which Puerto Rican food was prepared by the parents.

The program's bilingual newsletter, Noticias, which helps to develop community awareness, won first place in the Columbia Scholastic Press Association Prize in October, 1980.

STAFF DEVELOPMENT

Activities designed to upgrade the skills and knowledge of program staff were carried out both in and outside of school. In-school activities included conferences, workshops, and monthly meetings conducted by the project director which included presentations on curriculum development and individual instruction. The outside workshops, conferences, and university courses attended by the project staff are outlined in Tables 14 and 15.

VI. DROPOUT PREVENTION CLINIC

STUDENT SELECTION CRITERIA

The Dropout Prevention Clinic (D.P.C.) offers instruction and guidance to 30 ninth graders who have been identified as potential dropouts.

Selection Criteria	Data Base
Grade of 29T (excessive absences) or 49T (excessive cutting)	Permanent records from all 9 truant classes
Below twenty-first percentile on English LAB	English LAB III
Higher percentile on Spanish LAB	Spanish LAB III
Willingness and desire to participate in program	1 1/2 hour interview with student and parent

INSTRUCTIONAL COMPONENT

The clinic provides four consecutive periods of intensive, highly individualized instruction in math, social studies, and E.S.L., with one teacher and one paraprofessional.* The program's curriculum consists of an adaptation of the full scope of the Title I, ninth-grade curriculum. Thus, after completion of the program, the student is prepared to enter the tenth-grade, mainstream or bilingual, curriculum of the school.

The language of instruction in the content areas for 27 of the 30 students is often English, since many of the students, although of limited English proficiency, nevertheless speak English more easily than Spanish. Some students receive social studies instruction in Spanish but math in English.

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* NOTE: Because of licence regulations, the Dropout Prevention Clinic teacher was required to assume two additional classes in Italian in February, and a second teacher was added. However, for convenience, the report will refer to one teacher.

Small-group instruction is held once a day in one of the two content areas of math or science, or in E.S.L. During the rest of the four periods, each student works, under the supervision of the teacher and paraprofessional, from three personal folders, one for each different area, and the student is placed within that sequence on the basis of his or her record, the interview, and diagnostic tests in math, English, and Spanish.

Each student is required to complete at least one assignment each period, although four or five students are able to complete two. Students work on their own, seeking teacher resource help as needed. When finished, students advise the teacher or paraprofessional who corrects the work, giving immediate feedback on the performance.

The individualized instruction permits great flexibility in helping students to achieve their goals. Some students need to develop their basic math skills, while others are already working in algebra. A student may work on math for two periods one day and on social studies for two periods the next day.

Texts, in both Spanish and English, are identical to those used in the mainstream and in the foreign language/bilingual education classes.

The student spends the last four periods of the day in large-group mainstream or non-D.P.C. bilingual classes. Schedules for one E.S.L. beginning and one E.S.L. advanced student provide examples of the instructional sequence for D.P.C. students:

Period		Instruction	
		E.S.L. Beginning	E.S.L. Advanced
Dropout Prevention Clinic Classes	1.	Individualized Math (Spanish)	Individualized Math (English)
	2.	Individualized Social Studies (Spanish)	Individualized Social Studies (Spanish)
	3.	E.S.L. Structure -- Lado Book 2	E.S.L. Structure -- Lado Book 5
	4.	E.S.L. Reading -- All in a Day's Work	E.S.L. Reading -- Journeys Through Fame
Non-D.P.C. Bilingual or Mainstream Classes	5.	(Lunch)	(Lunch)
	6.	General Science (100 percent Spanish)	Spanish 4
	7.	Spanish 6	Physical Education
	8.	Physical Education	General Science (60 percent English, 40 percent Spanish)

CURRICULUM AND STAFF DEVELOPMENT

Curriculum Development

Curriculum development for the D.P.C., under the supervision of the Title VII teacher trainer, is a part of the responsibility of the Dropout Prevention Clinic teacher. All assignments are individualized and, in addition, the teacher designs an individual weekly quiz for each student, an individual full-period test every two weeks, and an individual end-of-year test.

Staff Development

Staff development is implemented by the teacher trainer, who has six and a half years' experience in bilingual education and was selected by the Office

of Bilingual Education in New York City in 1980-1981 to give a presentation on dropuout prevention to administrators and program coordinators. In the early weeks of the year, during the planning stages of the program, the teacher trainer held five or six meetings a week with the teacher and paraprofessional. Thereafter, they have met monthly to discuss improvements and further resources for the program.

A monthly meeting conducted by the project director and monthly department meetings also regularly provided presentations on curriculum development and on developing techniques for individualized instruction.

AFFECTIVE DOMAIN

From the initial interview, Dropout Prevention Clinic students showed great interest in the program, and in the course of the year there have been no discipline problems.

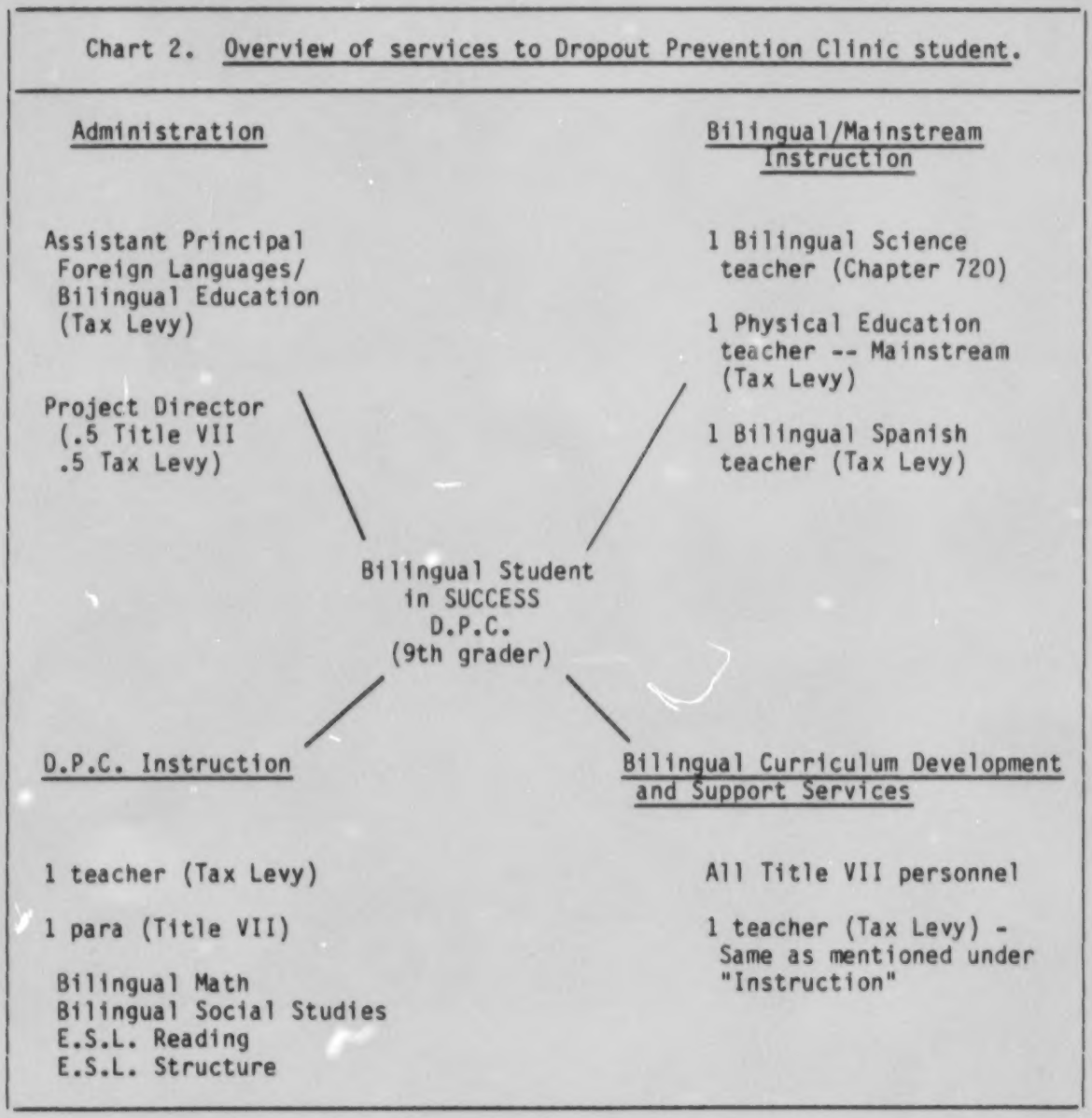
Since the Dropout Prevention Clinic student has a history of very poor attendance, it is significant that attendance records show that one-third of the students were absent no more than five times. One student was absent 30 times, but her attendance record is nevertheless a dramatic improvement over 100 absences the previous year. Records for February showed 69 percent attendance.

Improvement in attendance is attributed to a "family-like" atmosphere. Students believe that they are motivated to work harder and to attend classes by the individualized instruction and by the four consecutive periods that reduce the temptation to cut.

FUNDING

Chart 2 presents an overview of services provided to the Dropout Prevention Clinic student, with their funding sources.

Chart 2. Overview of services to Dropout Prevention Clinic student.



VII. HIGH SCHOOL EQUIVALENCY PROGRAM

STUDENT SELECTION CRITERIA

The High School Equivalency Program (H.S.E.) provides intensive instruction in preparation for the General Equivalency Diploma (G.E.D.) examination to 75 students, between the ages of 17 and 21, who had previously dropped out or were overage. Students are retrieved by way of:

-- letters sent home;
-- telephone calls to former dropouts;
-- notification to community agencies and radio stations.

Students who respond are selected by the following criteria:

Selection Criteria	Data Base
Instruction Primarily in Spanish (50 students)	
Below twenty-first percentile on English LAB	English LAB III
Over twenty-first percentile on Spanish LAB	Spanish LAB III
Minimum Spanish reading score of 60	Prueba de Lectura
Minimum math score of 6.0	P.S.E.N. or standard test on permanent record
Willingness and desire to participate in the program	1 1/2 hour interview with parent and student
Instruction Primarily in English (25 students)	
Between fifteenth and twenty-first percentile on English LAB	English LAB III
Below 50 percentile on Spanish LAB	Spanish LAB III
Sufficient verbal ability in English	Rating of D or better on Language Fluency Scale
Minimum English reading score of 6.0	P.S.E.N., Nelson or other standardized test on permanent record
Minimum math score of 6.0	
Willingness and desire to participate in the program	1 1/2 hour interview with parent and student

INSTRUCTIONAL COMPONENT

The program provides four consecutive periods a day of preparation in the skills and knowledge required to pass the G.E.D. examination in either Spanish or English. On the basis of placement information, each student is placed at an appropriate point in an ungraded course of study for each curriculum area. From there, each advances at his or her own pace. When students complete the curricular sequences, they are allowed to take the G.E.D. examination, although students are encouraged to stay in the program for at least six months before taking the test. Students who do not pass the test can enroll in the program again if they are within the age limits.

The 75 students are divided into three groups, each with one tax-levy teacher and one Title VII paraprofessional: two groups receive instruction primarily in Spanish and one primarily in English. Thirty students have also elected the option of an additional period of business education or manual arts in the mainstream. Two of the groups meet in the morning and one in the afternoon with the following schedules:

Group 1.	Group 2.
Instruction Primarily in English	Instruction Primarily in Spanish
(25 students)	(25 students)

Periods 1-4 in High School Equivalency Program

Reading	Reading
Math	Math
Science	Science
Social Studies	Social Studies
Spanish -- 2 or 3 times per week with Project Director or College/Career Advisor	E.S.L. -- 2 or 3 times per week.

Optional periods

5. (Lunch)
6. Business Ed. or Manual Arts

Group 3.

Instruction Primarily in Spanish

(25 students)

Optional periods

3. Business Education or Manual Arts
4. (Lunch)

Periods 5-8 in High School Equivalency Program

Reading
Math
Science
Social Studies
E.S.L. -- 2 or 3 times per week.

Although instruction is highly individualized, small and large group instruction is held occasionally. Small group instruction is used for problems common to a group of students, such as fractions in math. Large group instruction is used for explanations of curricular units in areas such as Spanish literature or social studies.

As in the D.P.C., the paraprofessional offers individual instruction under the supervision of the teacher, who offers both individual and group instruction. Peer individualized instruction is also done occasionally by advanced students of the class, providing a resource within the class that helps slow students advance and reinforces skills that the advanced student possesses.

CURRICULUM AND STAFF DEVELOPMENT

Curriculum development for the H.S.E. Program is implemented by the teacher trainer, who had had ten years' experience with high school eqivalency programs. In 1980-1981, the program developed extensive new instructional materials for G.E.D. preparation.

The teacher trainer and teachers have developed individual worksheets that are shared and translated back and forth between Spanish and English. Other teacher-developed instructional materials include:

-- science and social studies materials that deal more succinctly with these subjects than existing materials for G.E.D. preparation;

-- topical lists of criterion-referenced programs in reading, math, and grammar, more appropriate than existing materials to the starting level of G.E.D.-preparation students;

-- the Metropolitan Achievement Test translated into Spanish.

Staff development activities, also implemented by the teacher trainer, have included daily workshops in the planning stages of the program and bi-weekly workshops thereafter. These workshops offer guidance in individualized instruction and in maximizing the use of the paraprofessional, information about equivalency requirements, and sharing of new materials. Frequent conferences are also held with teachers and paraprofessionals, in which students' tests are used as teacher-training tools to examine weaknesses in individualized instruction. In addition, in monthly meetings conducted by the project director, demonstration lessons were made and G.E.D. materials were prepared. (See Tables 14 and 15 for outside workshops and university courses attended by H.S.E. staff.)

AFFECTIVE DOMAIN

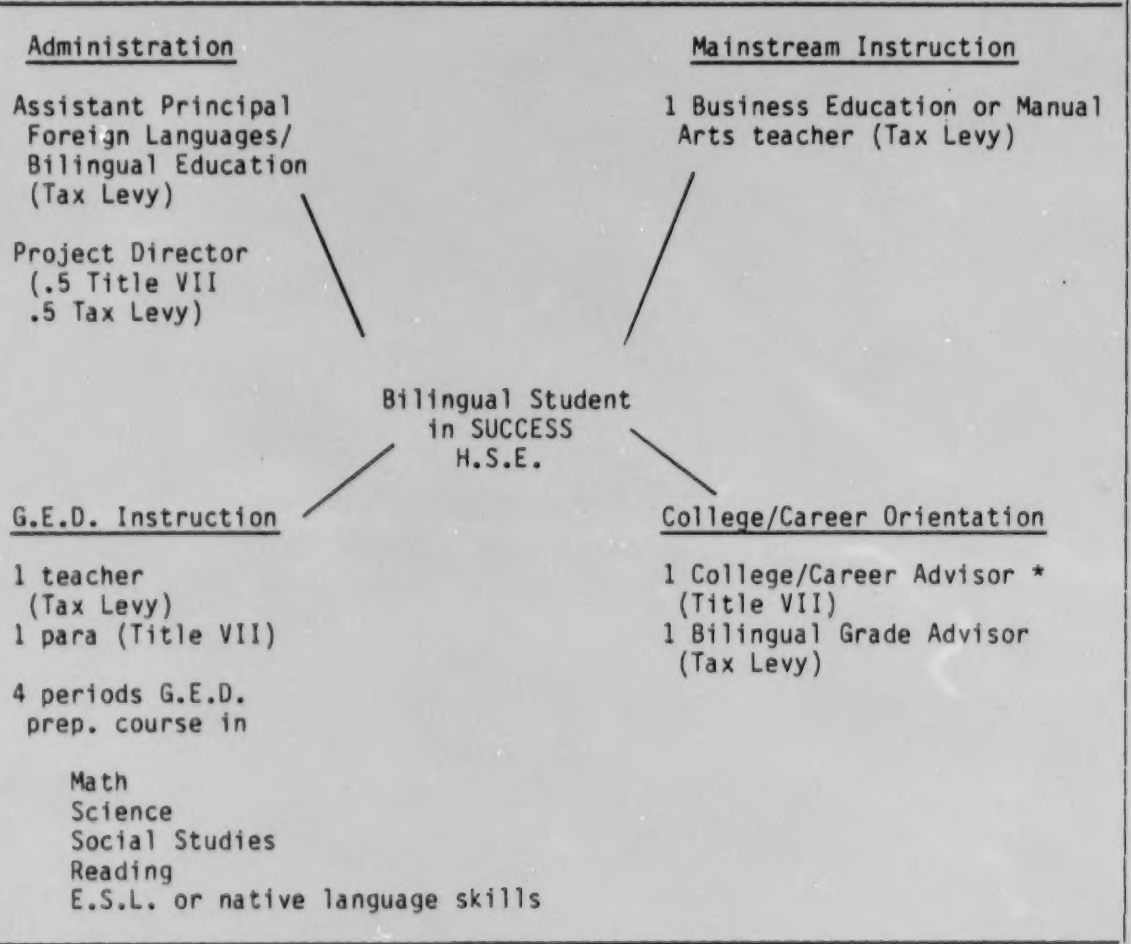
According to Project SUCCESS staff members, the students are highly motivated. Many who previously could not sit still for forty minutes perform concentrated work through four consecutive periods, and some students who might pass the G.E.D. exam prefer to wait until they believe that they can achieve

higher scores. There are no discipline problems, and some students have raised their reading level by three years. Attendance records for February were 87 percent, and for March 79 percent.

FUNDING

Chart 3 presents an overview of services provided to the High School Equivalency Program student, with their funding sources.

Chart 3. Overview of services to High School Equivalency students.


Administration
Assistant Principal Foreign Languages/ Bilingual Education (Tax Levy)
Project Director (.5 Title VII .5 Tax Levy)
Mainstream Instruction
1 Business Education or Manual Arts teacher (Tax Levy)
Bilingual Student in SUCCESS H.S.E.
G.E.D. Instruction
1 teacher (Tax Levy)
1 para (Title VII)
4 periods G.E.D. prep. course in
Math
Science
Social Studies
Reading
E.S.L. or native language skills
College/Career Orientation
1 College/Career Advisor * (Title VII)
1 Bilingual Grade Advisor (Tax Levy)

* See Chapter VIII for a comprehensive list of the college/career advisor's services to H.S.E. program students.

Table 14. SUCCESS Staff Development: Outside Workshops and Conferences.

STRATEGY	DESCRIPTION OR Title(s)	SPONSOR/LOCATION	SPEAKER OR PRESENTER (if applicable)	NO. AND TITLES OF SESSIONS	NUMBER OR FREQUENCY
Workshops held outside school	1) Workshops for new Title VII Proj. Directors. 2) Workshops for Title VII continuation Application 3) Workshops for Chapter 720 Application.	1) Office of Bilingual Education. 2) Office of Bil. Ed. 3) New York State Bil. Education Office	Office of Bilingual Staff Office of Bilingual Staff NYS Bilingual Education Staff	1) Project Director Teacher Trainer 2) Project Director 3) Project Director	1 session (1 - 4 P.M.) 1 session (9 A.M. - 4:00 P.M.) 1 session (1 - 4 P.M.)
Conferences and symposia	1) Title VII ERMI conference in Washington, D.C. 2) SABE Conference 3) NABE Conference	1) ED - Lesley College/ Washington, D.C. 2) SABE/Concord Hotel 3) NABE/Boston, Mass.	Presenters from all over the U.S. Presenters from all over the NYS. Presenters from all over the U.S.	Project Director Project Director Project Director	2 days 2 1/2 days 4 1/2 days
Other	1) Workshop for new college advisor 2) Financial Aid/ Admission workshop 3) Financial Aid Update 4) Financial Aid Update Focus on Fed. Programs 5) BESC Counselor Workshop 6) NYC Bd. of Ed. Pupil Personnel Conference 7) Career Ed. for LEP High School students.	1) CUNY/Offices of Adm. Services 2) CUNY/49 E. 65 St. 3) CUNY/BD. of ED./CEEB/ NYS FAAA at NYU 4) SFATP/APGA/NAFAA at Fordham University 5) NODAC/BESC at Teachers College, Columbia 6) NYC Bd, of Ed/Pk. West H.S. 7) OBE/BEVG/OOCE/H.S. Div of NYC Bd. of Ed.	1) CUNY staff 2) CUNY staff 3) CUNY/NYU staff 4) SFATP presenter 5) OBE staff, No DHC staff NYC BD. of ED. CVG Bur. 6) Various presenters 7) Presenters for each sponsor	1) College/Career Adv. 2) College/Career Adv. 3) College/Career Adv. 4) College/Career Adv. 5) College/Career Adv. 6) College/Career Adv. 7) College/Career Adv.	1) 9 session (3:30 - 5:00 P.M.) 2) 1 session (9:30 - 3:00 P.M.) 3) 1 session (8:30 - 2:00 P.M.) 4) 1 session (8:30 - 1:00 P.M.) 5) 1 session (11:00 - 2:00 P.M.) 6) 1 session (8:30 - 2:30 P.M.) 7) 1 session (1:00 - 4:00 P.M.)

Table 15. SUCCESS staff development: university training.

STAFF	INSTITUTION	GOAL	COURSES(S)	FREQUENCY
Professional				
1) Project Director	1) City College N.Y.	1) Completion of Adv. Certification in Admin-instration & Supervision	1) Leadership II, Field Project, Seminar I & Individual research in Ed. Admin. Total - 7 Credits	1) Once a week
2) Teacher Trainer	2) Hunter College	2) To improve instruction	2) Supv. the Improvement of Instruction in the Subject Fields Bil. Ed. - 3 credits	2) Once a week
3) College/Career	3) Lehman College	3) To improve vocational and group counseling skills	3) Strategies in Learning and Counseling Total - 3 Credits	3) Once a week
Paraprofessional				
1) GED Para	1) Bronx Community College	1) Self improvement	1) Written Composition, Intro. to Psychology History of Puerto Rico and Photo-graphy I Total - 12 Credits	1) Twice a week
2) GED Para	2) Lehman College	2) Self improvement	2) Puerto Rican Studies I Puerto Rican Studies II II Music, Photography I Total - 12 Credits	2) Twice a week
3) Vietnamese Para	3) Hunter College	3) Self improvement	3) Psychology 100, Econo-mics 101, Math 150 Geology 101 Total - 14 Credits	3) Four times a week

VIII. COLLEGE/CAREER ORIENTATION

STUDENT SELECTION CRITERIA

Title VII funding provides the services of a bilingual college/career advisor to all 200 eleventh- and twelfth-grade program students, as well as to all 75 students enrolled in the High School Equivalency Program. Of the eleventh-grade students served, 75 percent are in a full bilingual program and 25 percent are partially mainstreamed (receiving most of their content-area courses in Spanish). Of the twelfth-grade students, 40 percent are partially mainstreamed (taking one or two content-area courses in Spanish because of special needs) and 60 percent are fully mainstreamed.

SERVICES PROVIDED

The college/career advisor provides a wide range of both individual and group services. These include practical and immediate assistance, such as locating job openings. These services also enable program students, who know little about either career or college opportunities in this country, to plan their futures.

Services Provided to Eleventh and Twelfth Graders

Individual services to eleventh graders include information on appropriate college and career-oriented prerequisites and opportunities, such as:

- -- Scholastic Aptitude Tests (S.A.T.) and Preliminary Scholastic Aptitude Tests (P.S.A.T.);
- -- Shared Instruction Program courses at other high schools that provide advanced career instruction in English and Spanish;
- -- Upward Bound programs.

Individual services to twelfth graders include:

-- identification of students who have not yet passed the Regents Competency Test (R.C.T.) in reading and writing;

-- administration of the Criterion Referenced English Syntax Test (CREST);

-- tutorial preparation for the Alternative R.C.T., which consists of the R.C.T. in the student's native language and CREST;

-- information on two- and four-year colleges and training assistance programs;

-- assistance with college admissions and scholarship applications;

-- advice on the S.A.T. and P.S.A.T.

Group services provided to eleventh and twelfth graders include trips to career centers and colleges. In 1980-1981, six such trips were made. These trips included a visit to the Bronx Center for Career and Occupational Services, where 20 students took interest and aptitude tests, and a visit by 30 students to the College Fair at Lehman College.

A speaker's program brings speakers from the working world to introduce students to career opportunities. In 1980-1981, five speakers visited Theodore Roosevelt High School. All speakers were Hispanic, and included: employment counselors; the vice-president of the Banco Popular de Puerto Rico, who met with 70 students; and the executive secretary from the New York Department of Labor, who met with 150 students.

Representatives from colleges and business schools met with students to discuss their programs. In 1980-1981, twelve representatives visited Roosevelt from private colleges, private business schools, and New York City University.

Of the 20 program students who graduated in January, 16 were accepted in colleges, two are in training assistance programs, and two returned to their countries of origin.

Of the 38 program students who will graduate between June and August, 23 (61 percent) have been accepted in college, one chose a Latin American business school, and 14 are waiting to hear from colleges.

Services Provided to High School Equivalency Program Students

College/career orientation is an important part of the High School Equivalency Program, and in 1980-1981 these students received the following assistance in identifying and pursuing career objectives:

-- career-related workshops were held three to five times a week, on subjects ranging from general career decision-making to the job interview;

-- the Harrington-O'Shea Inventory was given to six students to help them define areas of career interest;

-- Shared Instruction Programs were identified and three students took these vocational classes at other high schools;

-- appointments were made for four stuents at TAP centers for evaluation and job training;

-- speakers' programs were attended by an average of forty students for each speaker;

-- information on openings for after-school jobs resulted in placing seven students;

-- assistance was given to three students in filing applications for summer job opportunities and training.

High School Equivalency Program students also received assistance in locating colleges and making applications:

-- the College Fair at Lehman was visited by two students;

-- 28 students were registered for the Talent Search Program, to obtain information about, and to visit, colleges;

-- assistance in college applications was given to 11 students, three of whom have received acceptances while the others are waiting to hear.

An examination of the post-high school plans of twelfth-grade students revealed the following:

Table 16. Post-high school plans of twelfth-grade students.

PLANS	N	%
College	49	80
Vocational or Career Training School	3	5
Job	2	3
Armed Forces	1	2
Keep a Household	1	2
Undecided	4	6
Other	1	2

. 80 percent of the bilingual program seniors planned to attend college.

. Another five percent desired additional vocational or career training.

CURRICULUM AND STAFF DEVELOPMENT

The college/career advisor has developed materials for the use of E.S.L. teachers to stimulate career discussions in those classes.

The mainstream Career Orientation Resource Center provides resources and the advisor works closely with the mainstream senior counselor. Other resources serving the students include Open Doors, ASPIRA, The Puerto Rican Forum, and the Bronx Talent Search.

In 1980-1981, the career advisor attended a workshop for new advisors at the City University of New York, financial aid workshops at different colleges, workshops on careers for bilingual students at the Board of Education, and a college-credit course in group counseling and vocational advising at Lehman College (see Tables 14 and 15).

IX. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures used in evaluating student achievement in 1980-1981 and the results of the evaluation. Students were assessed in English language development, growth in mastery of their native languages, mathematics, social studies, and science. The areas assessed and the instruments used were as follows:

English as a second language -- CREST (Criterion Referenced English Syntax Test, Level I, II, and III)

English and mathematics -- New York State Regents Competency Test in English and Mathematics

Reading in Spanish -- Interamerican Series, Prueba de Lectura (Total reading, Forms A and B, 1962 version)

Mathematics performance -- Teacher-made tests

Science performance -- Teacher-made tests

Social studies performance -- Teacher-made tests

Attendance -- School and program records

The following analyses were performed:

On the pre/post standardized test of Spanish reading achievement, statistical and educational significance are reported in Table 30. Statistical significance was determined through the application of the correlated t-test model. This analysis determines whether the difference between pre-test and post-test mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant.

This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

Educational significance was determined for each grade level by calculating an "effect size" based on observed summary statistics using the procedure recommended by Cohen.[1] An effect size for the correlated t-test model is an estimate of the difference between pre-test and post-test means expressed in standard deviation units freed of the influence of sample size. It became desirable to establish such an estimate because substantial differences that do exist frequently fail to reach statistical significance if the number of observations for each unit of statistical analysis is small. Similarly, statistically singificant differences often are not educationally meaningful.

Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, the following effect size indices are recommended by Cohen as guides to interpreting educational significance (ES):

a difference of 1/5 = .20 = small ES

a difference of 1/2 = .50 = medium ES

a difference of 4/5 = .80 = large ES

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[1] Jacob Cohen. Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977 Chapter 2.

The Criterion Referenced English Syntax Test (CREST) was used to measure growth in English language proficiency. This instrument tests mastery of specific syntactic skills at three levels. Levels I and II contain 25 objectives each, such as knowledge of present-tense forms of the verb "to be" (Level I), or posssessive adjectives and pronouns (Level II). Material at the advanced Level III is organized into 15 objectives, such as reflexive pronouns. At each level, students are asked to complete four items per objective. The items are multiple choice and consist of sentence frames for which students must choose a word or phrase from four possibilities. Mastery of a skill objective is determined by a student's ability to answer three out of four items correctly.

This report analyzes students' performance at the three test levels. Performance breakdowns are reported in two ways: first, the percent of students mastering a given number of new objectives are reported by the number mastered over the entire year, by grade and by test level. For those taking the same test level at the beginning and end of the year (as anticipated in establishing program goals) this data is reported in Table 17. For those students whose initial high scores necessitated post-testing with a higher level of the test, the somewhat more suspect results are reported in Table 18. Computations of gains in this table were based on the questionable assumptions that these students learned all objectives that were not mastered at pre-test on the initial level as well as all objectives mastered at post-test on the new level during the school year in question.

In the second method of presentation, average pre- and post-test scores are tabulated in two ways: by grade of the students tested, irrespective of test level taken, with information on the average number of objectives mastered and the average number of objectives mastered per month of instruction (see Tables 19, 21, 23, 25, 27, and 28), and by both grade and level of test taken with information only on the average number of objectives mastered (see Tables 20, 22, 24, and 26). In all of the above tables, results for students in different subprograms and different language groups are reported separately.

Rates of success of College/Career Orientation students taking the Regents Competency Test in English and Mathematics are reported in Table 29 by grade of student. In Table 31 the results of criterion referenced testing with teacher-made tests on objectives derived from the G.E.D. examination over the entire year are reported for students in the High School Equivalency Program. Here the number and percent of students mastering objectives at specified rates are reported by rate of mastery and language of testing.

Rates of success of students in mathematics, science, and social studies courses are reported by course and by grade in Tables 32 through 43. These tables contain the numbers of students reported as taking the relevant courses and the percent passing, for fall and for spring courses separately. Again, students in differing subprogram and language groups are reported on in separate tables, as are students taking program courses as opposed to those who took mainstream courses in the various content areas.

Comparisons of the attendance rates of program participants with that of the school as a whole are presented by grade in Table 44 for students in general academic, College/Career Orientation, and High School Equivalency programs. This table contains average rates for the school and for the participants, grouped by grade, the percent differences, values of the t statistic, and their levels of statistical significance. Although the t statistic used here is slightly different than that described above, it again indicates the extent to which the observed percentage differences vary from what might be expected by chance. A comparison of the attendance rate of Drop-Out Prevention Clinic students with that of a group of matched students not participating in the Clinic is contained in Table 45.

As summary of program objectives and information on the extent to which each objective was or was not met is contained in Table 48.

Table 17. Performance of students tested on the Criterion Referenced English Syntax Test (CREST), by program and grade: number and percent of students approaching and exceeding the project objective.

(Students pre- and post-tested with the same test level)

Grade	Test Level	Pre-Test Score* (Median)	New Objectives Mastered: Less Than 8 #	%	8 or 9 #	%	10 or More #	%	Total Students
College/Career Orientation - Spanish-speaking Students									
9	I	4	2	22	0	-	7	78	9
	II	9	4	80	0	-	1	25	4
10	I	6	1	25	1	25	2	50	4
	II	9	1	33	1	33	1	33	3
	III	8	1	100	0	-	0	-	1
11	I	5.5	1	25	0	-	3	75	4
	II	11.5	1	25	1	25	2	50	4
	III	8	2	100	0	-	0	-	2
All Grades	I	5	4	24	1	6	12	71	17
	II	10	6	50	2	17	4	33	12
	III	8	3	100	0	-	0		3
TOTAL			13	41	3	9	16	50	32
Asian Students									
9	I	5	0	-	0	-	1	100	1
	II	17	0	-	1	100	0	-	1
10	I	4	1	25	1	25	2	50	4
	II	14	0	-	0	-	2	100	2
Both Grades	I	4	1	20	1	20	3	60	5
	II	15	0	-	1	33	2	67	3
TOTAL			1	13	2	25	5	63	8
Total Spanish-speaking and Asian students			14	35	5	13	21	53	40
High School Equivalency Program									
	I	3.5	1	17	1	17	4	67	6
	II	6	0		1	25	3	75	4
	TOTAL		1	10	2	20	7	70	10
Dropout Prevention Clinic									
	II	5.5	0		0		2	100	2
	III	3	1	25	1	25	2	50	4
	TOTAL		1	17	1	17	4	67	6
	Total for those pre- and post-tested on same level		16	29	8	14	32	57	56

*Number of objectives: Level I (25), Level II (25), Level III (15)

Table 17.
(continued)

.Only one-eighth of program participants were reported to have been pre-tested in the fall and post-tested in the spring on the same level of the CREST, while a further eight percent were pre- and post-tested with different test levels (see the next table). This fact is partially a result of the volatility of program enrollment, however. Fully 186 students had either not yet enrolled in the program at the time of fall pre-testing or had already left the program before spring post-testing (see Table 47). Data were reported for 35 percent of those present for the entire year. Because the number of students with complete data remain so small, however, the results presented here may not be representative of the program as a whole.

.The overall rate of 57 percent of reported students mastering ten or more new objectives comes very close to the program goal of 60 percent of students reaching this level. An additional 14 percent of students gained eight or nine objectives.

.With the exceptions of the small High School Equivalency and Asian tenth-grade groups, students had smaller gains on Level III than on Level II and smaller gains on Level II than on Level I. At the same time, initial scores were higher on Level III (as a percent of total objectives) than on I or II and higher on Level II than on I. The fact that high initial scores restricted potential gains is undoubtedly a major factor in determining the overall rates of gain. (For students taking Levels I or II, gains correlated -.451 with initial score, while for Level III students the correlation was -.765.)

.Though very small, the High School Equivalency group had the highest overall rate (70 percent) of meeting the program objective and the highest success rate on Level II (75 percent).

.The even smaller Dropout Prevention Clinic group (representing, however, almost one-fourth of students in this program) did almost as well in spite of having generally been given higher levels of the test (Levels II and III, as opposed to I and II).

Table 18. Performance of students tested on the Criterion Referenced English Syntax Test (CREST), by program and grade: number and percent of students approaching and exceeding the project objective.

(Students pre- and post-tested with different test levels)

Grade	Test Level	Pre-Test Score* (Median)	New Objectives Mastered+ Less Than 8 #	%	8 or 9 #	%	10 or More #	%	Total
College/Career Orientation - Spanish-speaking Students									
9	I - II	6	0	-	0	-	1	100	1
	II - III	17.5	0	-	0	-	8	100	8
10	I - II	18	0	-	0	-	1	100	1
11	I - II	16	0	-	0	-	6	100	6
	II - III	18.5	0	-	1	13	7	88	8
All Grades	I - II	16	0	-	0	-	8	100	8
	II - III	17.3	0	-	1	6	15	94	16
TOTAL			0	-	1	4	23	96	24
Asian Students									
9	I - II	12	0	-	0	-	2	100	2
	II - III	15	0	-	0	-	1	100	1
10	I - II	17	0	-	0	-	7	100	7
	II - III	16	0	-	0	-	1	100	1
Both Grades	I - II	16	0	-	0	-	9	100	9
	II - III	15.5	0	-	0	-	2	100	2
TOTAL			0	-	0	-	11	100	11
Total for those changing level			0	-	1	3	34	97	35
Project Total			16	18	9	10	66	73	91

*Number of objectives: Level I (25), Level II (25), Level III(15)
+Post-test minus pre-test plus 25.

.Among these students whose high initial scores required post-testing with a higher level of the test, only one student in 35 failed to reach the program objective.

.Due to the questionable nature of the assumptions used in calculating gains (see the introduction to this section), these results cannot be considered of equal significance to those of the preceding table, however.

.Although of questionable legitimacy, combining data from Tables 17 and 18 results in a success rate of 73 percent which exceeds the 60 percent program objective by a wide margin. In addition, another 10 percent of students almost reached the criterion.

Table 19. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered, and objectives mastered per month.

(Academic and College/Career Orientation Programs, Spanish-speaking students, fall)

Grade	# of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
9	31	10.8	15.3	4.5	2.46	1.83
10	15	10.1	13.9	3.8	2.52	1.51
11	30	13.1	17.3	4.3	2.80	1.53
12	4	7.8	10.3	2.5	2.91	0.86
TOTAL	81+	11.3	15.5	4.2	2.62	1.59

*Post-test minus pre-test.

+One student's grade was not reported.

- Pre/post fall CREST data are available on 36 percent of the Spanish-speaking students in the Academic and College/Career Orientation subprograms who were enrolled for the full fall semester. Data are available on only 4 of the 64 seniors.
- The overall rate of gain of more than one and one-half objectives per month of instruction is quite good.
- The decline in rate of gain with increasing grade level is probably largely due to the higher initial scores and to the higher levels of the test taken by the older students (see Table 20).

Table 20. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(Academic and College/Career Orientation Programs, Spanish-speaking students, fall)

	LEVEL I				LEVEL II				LEVEL III			
		Average Number of Objectives Mastered				Average Number of Objectives Mastered				Average Number of Objectives Mastered		
Grade	N	Pre	Post	Gain*	N	Pre	Post	Gain*	N	Pre	Post	Gain*
9	14	5.7	11.5	5.8	17	15.0	18.5	3.5	----------			
10	7	7.0	11.6	4.6	5	14.6	19.0	4.4	3	9.7	10.7	1.0
11	12	11.3	17.0	5.8	13	16.0	19.5	3.5	5	9.8	12.6	2.8
12	----------				1	12	18	6	3	6.0	7.7	1.7
TOTAL	33	8.0	13.5	5.5	36	15.3	18.9	3.6	12+	8.7	10.7	2.0

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

*Post-test minus pre-test.
+One student's grade was not reported.

- There was a general tendency to administer higher levels of the CREST to students in the upper grades.
- Pre-test scores on Level II and III were generally higher than those on Level I.
- The apparently greater difficulty of Level III objectives as well as higher initial scores are probably largely responsible for the smaller gains by those taking higher test levels.

Table 21. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered, and objectives mastered per month.

(Academic and College/Career Orientation Programs
Spanish-speaking students, spring)

Grade	# of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
9	44	10.5	14.7	4.2	2.53	1.66
10	15	12.1	16.1	4.1	2.62	1.55
11	32	10.0	14.8	4.8	2.75	1.72
12	1	6	10	4	2.25	1.78
TOTAL	92	10.5	14.9	4.4	2.62	1.66

*Post-test minus pre-test.

- Although data for only one twelfth grader was reported, 41 percent of the students available for testing in the spring are reported on here.
- In general, spring gains were very good and just slightly better than those made in the fall.
- The average number of objectives mastered and the average rates of gain are quite similar at all four grade levels.

Table 22. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(Academic and College/Career Orientation Programs, Spanish-speaking students, spring)

	LEVEL I				LEVEL II				LEVEL III			
		Average Number of Objectives Mastered				Average Number of Objectives Mastered				Average Number of Objectives Mastered		
Grade	N	Pre	Post	Gain*	N	Pre	Post	Gain*	N	Pre	Post	Gain*
9	22	10.5	15.7	5.2	8	13.0	17.0	4.0	14	9.1	11.9	2.8
10	7	13.3	17.3	4.0	5	12.6	16.8	4.2	3	8.3	12.3	4.0
11	7	12.3	19.9	7.6	10	10.8	16.8	6.0	15	8.5	11.0	2.5
12	----------				----------				1	6	10	4
TOTAL	36	10.8	16.2	5.4	23	12.2	17.7	5.5	33	8.6	11.5	2.8

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

*Post-test minus pre-test.

- There was only a slight tendency for older students to be administered a higher level of the test in the spring.
- Those taking Level II did as well as those taking Level I.
- Level III students, however, were faced with a limited ceiling effect (it was possible for these students to gain an average of only 6.4 objectives) as well as a more difficult test and did not do as well as the others.

Table 23. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered, and objectives mastered per month.

(Asian students, fall)

Grade	# of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
9	5	11.8	21.0	9.2	2.33	3.95
10	21	14.7	19.4	4.8	2.89	1.65
TOTAL	27+	14.1	19.8	5.7	2.79	2.03

*Post-test minus pre-test.

+The grade for one student was not reported.

.Better than 70 percent of the Asian students present for the entire fall were reported to have been pre- and post-tested on the CREST.

.Their overall rate of gain of more than two objectives per month of schooling is very impressive.

.The five ninth graders had an extraordinary rate of gain.

Table 24. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(Asian students, fall)

	LEVEL I				LEVEL II				LEVEL III			
		Average Number of Objectives Mastered				Average Number of Objectives Mastered				Average Number of Objectives Mastered		
Grade	N	Pre	Post	Gain*	N	Pre	Post	Gain*	N	Pre	Post	Gain*
9	4	11.0	20.0	9.0	1	15	25	1.0	----------			
10	11	12.6	18.1	5.5	8	19.1	23.1	4.0	2	8.0	12.0	4.0
TOTAL	16+	12.4	18.8	6.4	9	18.7	23.3	4.7	2	8.0	12.0	4.0

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

*Post-test minus pre-test.
+The grade of one student was not reported.

- Gains on all three levels of the CREST were quite impressive.
- The average gain of 4.7 objectives on Level II represents 75 percent of the possible gain on this level of the test.
- The gain of 4.0 objectives on Level III represents 57 percent of the possible gain on Level III.

Table 25. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered, and objectives mastered per month.

(Asian students, spring)

Grade	# of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
9	10	15.0	19.4	4.4	2.46	1.79
10	22	13.6	19.4	5.7	2.59	2.21
TOTAL	33+	14.0	19.5	5.5	2.56	2.14

*Post-test minus pre-test.

+The grade for one student was not reported.

- Two-thirds of the Asian students enrolled for the full spring term were administered the CREST at both testings.
- These students had an even higher rate of gain in the spring than did those tested in the fall.
- Gains by ninth graders, though very impressive, were restricted by their high pre-test scores.

Table 26. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(Asianstudents, spring)

	LEVEL I				LEVEL II				LEVEL III			
		Average Number of Objectives Mastered				Average Number of Objectives Mastered				Average Number of Objectives Mastered		
Grade	N	Pre	Post	Gain*	N	Pre	Post	Gain*	N	Pre	Post	Gain*
9	5	15.4	22.2	6.8	3	15.0	18.0	3.0	2	14.0	14.5	0.5
10	9	11.2	17.9	6.7	11	16.8	22.4	5.5	2	7.0	9.5	2.5
TOTAL	14	12.7	19.4	6.7	15+	16.1	21.5	5.4	4	10.5	12.0	1.5

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

*Post-test minus pre-test.
+The grade of one student was not reported.

- The smaller gains on Levels II and III are largely due to the higher initial scores on these levels.
- All groups did very well except the 3 ninth-graders taking Level II (mastering only 30 percent of possible gains) and tenth-graders taking Level III (gaining only 31 percent of possible objectives).

Table 27. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered, and objectives mastered per month.

(High School Equivalency Program)

Level	# of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			FALL			
I	9	3.8	7.7	3.9		
II	10	10.0	14.0	4.0		
III	2	3.5	8.0	4.5		
TOTAL	21	6.7	10.7	4.0	2.20	1.82
			SPRING			
I	11	7.1	12.2	5.1		
II	13	9.9	15.2	5.3		
III	8	8.4	13.3	4.9		
TOTAL	32	8.6	13.7	5.1	2.24	2.29

*Post-test minus pre-test

- Better than two-thirds of students enrolled in the fall and more than three-fourths of those in the spring were pre- and post-tested.
- The rates of mastering new objectives were very high in the fall and, even higher in the spring.
- The size of gains were not related to the level taken in either semester.
- Performance of those taking Level III in the spring, where 74 percent of initially unmastered objectives were mastered at post-test, was especially impressive.
- The better performance by these students, when compared to the Academic and College/Career Program students, is probably largely due to their lower scores at pre-test which enabled them to demonstrate larger gains.

Table 28. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered, and objectives mastered per month.

(Dropout Prevention Clinic)

Level	# of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			FALL			
I	1	10	17	7		
II	2	5.5	10.5	5.0		
III	4	3.8	7.0	3.2		
TOTAL	7	5.1	9.4	4.3	1.37	3.13
			SPRING			
II	5	11.8	19.8	8.0		
III	16	5.2	10.4	5.2		
TOTAL	21	6.8	12.6	5.9	1.70	3.45

*Post-test minus pre-test

- More of these students were pre- and post-tested in both fall and spring semesters than were enrolled for the entire respective semesters.
- These students demonstrated truly outstanding gains in both fall and spring when their time actually in class is taken into account.
- Although they decrease wih higher test levels, absolute gains are very high for all groups except for the four students taking Level III in the fall.
- The fact that these students made apparently larger gains than did Spanish-speaking students in the Academic and College/Career Programs is, again, probably in part due to this group's lower pre-test scores.

Table 29. Results of the New York State Regents Competency Test in English and Mathematics by grade.

(College/Career Orientation, Spanish-speaking students)

Grade	Number Taking Test	Number Passing	Percent Passing
11	2	2	100
12	61	59	97
TOTAL	64*	62	97

*Includes one student for whom grade level was not reported.

- All but three of the twelfth-grade students for whom data were provided were reported to have taken the Regents Competency Test.
- Ninety-seven percent of those taking the test passed it, far exceeding the project goal of 60 percent.

Table 30. Native language reading achievement for Spanish-speaking students.

Significance of mean total raw score differences between initial and final test scores in native language reading achievement of students with full instructional treatment on the Prueba de Lectura (total reading, Forms A and B, Level 3, by grade).

		Pre-Test		Post-Test						
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Correc. Pre/post	t	p	ES
9	22	50.4	19.9	57.4	22.1	7.0	.961	5.23	.001	1.12
10	22	64.8	15.6	72.5	20.9	7.7	.921	4.04	.001	.86
11	42	77.0	14.8	84.7	18.8	7.7	.899	5.89	.001	.91
12	21	86.5	15.9	94.0	17.7	7.5	.907	4.63	.001	1.01
H.S. Equivalency	48	65.8	22.4	70.5	23.3	4.6	.940	4.05	.001	.58

- Among non-High School Equivalency Spanish-speaking students, 107 or 28 percent of all students were pre- and post-tested on the Prueba de Lectura. The 107, however, represent 54 percent of students enrolled for the entire year (see Table 47).
- The percent of High School Equivalency students given the test was considerably higher than that for other program students. Sixty-two percent of these students were pre- and post-tested, and the 48 tested were more than double the 20 students enrolled the entire year.
- Average improvement ranged between 7 and 8 points for ninth through twelfth-grade students but was somewhat less (4.6 points) for the High School Equivalency group.
- All improvements were highly statistically significant.
- Improvements were also highly significant, educationally for ninth through twelfth graders, but only of medium educational significance for the oldest group.

Table 31. Performance of students on teacher-made criterion referenced mathematics examinations*: number of objectives mastered per month of instruction, by language of testing.

(High School Equivalency Program)

Number of Objectives Mastered Per Month	English		Spanish		Combined	
	Number of Students	%	Number of Students	%	Number of Students	%
<1	1	4	4	17	9	13
1-2	15	65	17	36	32	46
>2	7	30	22	47	29	41
TOTAL	23	100	47	100	70	100
≥1	22	96	39	83	61	87

*Examinations based on the G.E.D. examination.

- Mathematics test results were reported for all but four of the High School Equivalency Program students.
- The total of 87 percent of students that reached the criterion of at least one new objective per month of instruction easily surpasses the program objective of 60 percent reaching the criterion.
- The objective was exceeded by those taking the tests in English as well as by those taking it in Spanish.
- While only one student (4 percent) taking the English-language test failed to reach the criterion, 17 percent of those taking it in Spanish failed to reach the criterion.
- Forty-seven percent of the Spanish-language students mastered more than two objectives per month of instruction, however, while only 30 percent of those taking tests in English did this well.

Table 32. Number of Academic and College/Career Program Spanish-speaking students attending courses and percent passing teacher-made examinations in bilingual mathematics (fall).

FALL COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
General Math I	28	67	17	94	14	100	2	100	61	82
General Math III					3	100	1	100	4	100
Algebra I, Academic	4	100	2	100	1	100	2	100	9	100
Advanced Algebra Courses*					4	100	3	67	7	86
Miscellaneous Courses	18	78	21	81	45	84	6	100	90	83
TOTAL	50	74	40	88	67	90	14	93	171	84

*Includes the following courses that had fewer than three students: Algebra II and III, Academic, and Intermediate Algebra I and II.

- Mathematics course outcomes were reported on 219 Spanish-speaking students. This compares to 312 Spanish-speaking, high school aged, program students and to 231 that were enrolled for the entire fall.
- Of the students for whom outcomes were reported, 78 percent took bilingual courses.
- The overall rate of success in bilingual courses, 84 percent, was very high.
- Two out of three ninth graders in General Math I passed their course, while in all other courses and grades the passing rate was close to or better than 80 percent.
- Success rates increased steadily from 74 percent for ninth graders to 93 percent for twelfth graders.

Table 33. Number of Academic and College/Career Program Spanish-speaking students attending courses and percent passing teacher-made examinations in bilingual mathematics (spring).

SPRING COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
General Math I	17	41	2	50	2	100	1	100	22	50
General Math II	20	70	12	100	7	71	1	100	40	80
Algebra I, Academic	3	67	1	100	2	50			6	67
Algebra II, Academic	4	100	1	0	1	100	1	100	7	86
Intermediate Algebra I	1	0	1	0	2	50			4	25
Intermediate Albebra III					6	100			6	100
Miscellaneous Courses	12	67	18	61	42	79	1	100	73	73
TOTAL	57	61	35	71	62	79	4	100	158	73

- At 217, the number of students with course outcome data in the spring is almost identical to the number in the fall and represents 89 percent of those with full spring enrollment.
- In the spring 73 percent of Spanish-speaking students took bilingual math courses.
- The overall success rate, at 73 percent, though still very high, is considerably lower than the fall rate.
- Ninth and tenth graders in General Math I did rather poorly in the spring.
- Only one of four students taking Intermediate Algebra I passed it.
- Students taking General Math II, Algebra II, and Intermediate Algebra II did quite well.
- Success rates in the spring increase even more dramatically with grade than they did in the fall, going from 61 percent to 100 percent.

Table 34. Number of Academic and College/Career Orientation Program Spanish-speaking students attending courses and percent passing teacher-made examinations in mainstream mathematics.

FALL COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
General Math I	4	75			1	0			5	60
Algebra I, Academic	2	50					2	100	4	75
Miscellanious Courses	2	100	1	100	5	100	30	87	39*	90
TOTAL	8	75	1	100	6	83	32	88	48	85

SPRING COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
General Math I	2	50					1	100	3	67
General Math II	2	100	2	50	2	50	1	0	7	57
Business Math					1	0	3	67	4	50
Algebra I, Academic	3	33			1	0			4	25
Miscellaneous Courses	3	100	5	100	12	100	20	95	41*	98
TOTAL	10	70	7	86	16	81	25	88	59	83

*Includes one student whose grade was not reported.

- Spanish-speaking students taking mainstream math courses in the fall did just as well as did those taking bilingual courses in math.
- Success rates again improve with grade, progressing from 75 percent in the fall and 70 percent in the spring for the ninth graders to 88 percent for the twelfth graders in both semesters.
- In the spring, mainstreamed students did just about as well as they did in the fall, outperforming those in bilingual courses by ten percentage points.
- Students taking General Math II, Business Math, and Algebra I in the spring, however, did not do very well.

Table 36. Number of Asian students attending courses and percent passing teacher-made examinations in mainstream mathematics.

FALL COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
General Math I			18	72					18	72
Algebra I, Academic			2	50					2	50
Advanced Algebra and Trigonometry			2	50					3*	33
Miscellaneous Courses	5	60	11	100	2	100			18	89
TOTAL	5	60	33	79	2	100			41	76

SPRING COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
General Math I			9	78	1	100			10	80
General Math II			12	92	2	50			14	86
Intermediate Algebra			2	100					2	100
Advanced Algebra and Trigonometry			8	75					9*	78
Miscellaneous Courses	12	83	6	83	2	100			20	85
TOTAL	12	83	37	84	5	80			55	84

*Includes one student whose grade was not reported.

.Mathematics course results were reported for 72 percent of all Asian program students. The 41 students reported on is 108 percent of those enrolled for the entire fall, however.

.At 76 percent, their overall passing rate is somewhat lower than that of Spanish-speaking students, but still very good.

.Passing rates improved considerably with grade level for these students also.

.Course outcomes are available for 96 percent of the Asian students in the spring.

.The rate of success of these students increased 8 percentage points from fall to spring, bringing them to the same level as mainstreamed Spanish students.

.In the spring, passing rates are not related to grade level.

.Students did very well in all courses taken.

Table 36. Number of Academic and College/Career Orientation Program students attending courses and percent passing teacher-made examinations in bilingual science.

(Chapter 720, Spanish-speaking students)

FALL COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
General Science I	19	74	11	73	4	75			34	74
Biology I, General	1	100	1	100	9	89			11	91
Miscellaneous Courses*	19	74	23	78	38	82	1	100	81	79
TOTAL	39	74	35	77	51	82	1	100	126	79

SPRING COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
General Science I	8	75	1	0	1	100			10	70
General Science II, Academic	21	81	10	90	2	100			33	85
General Science II, General	8	88	1	100	1	100			10	90
Biology I, General			1	100	2	50			3	67
Biology II, General			1	100	8	88			9	89
Biology II, Academic			1	100	1	100	1	100	3	100
Miscellaneous Courses	13	69	20	85	34	85			67	82
TOTAL	50	78	35	86	49	86	1	100	135	83

*Includes the following courses that had fewer than three students: General Science II, Academic, Biology I, General, and Biology II, General.

- Forty-six percent of Chapter 720 students were reported to have taken science courses in the bilingual program in the fall.
- The passing rate for these students exceeds the program goal of 60 percent by 19 percentage points.
- Ten of eleven students taking Biology I passed the course.
- As in mathematics courses, fall passing rates improve with grade level, improving from the ninth graders' 74 percent to 82 percent for eleventh graders.
- As in spring just about one half of the Chapter 720 students were reported in bilingual science courses.
- The general success rate was even higher in the spring than in the fall.
- Eight out of nine students taking Biology II, General passed, as did nine out of ten students taking General Science II, General.
- Older students again did better than younger ones.

Table 37. Number of Academic and College/Career Orientation Program Spanish-speaking students attending courses and percent passing teacher-made examinations in mainstream science.

FALL COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
General Science I	5	80							5	80
Biology II, Academic							3	100	3	100
Miscellaneous Courses	1	0	1	100	4	75	17	88	23	83
TOTAL	6	67	1	100	4	75	20	90	31	84

SPRING COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Biology II, General	2	50			1	0			3	33
Miscellaneous Courses*	2	100	1	0	7	100	10	80	20	85
TOTAL	4	75	1	0	8	88	10	80	23	78

*Includes the following courses that had fewer than three students: General Science II, Academic, General Science II, General, Biology I, Academic, and Physics.

- Spanish-speaking students taking mainstream science courses did just as well as did those in the bilingual science courses. The 84 percent passing in the fall is a slightly higher proportion than that for the biligual courses in the fall, and the spring rate of 78 percent is just 5 percent less than the spring bilingual rate.
- Again among these students, those in the upper grades generally passed more often than did those in ninth grade.

Table 38. Number of Asian students attending courses and percent passing teacher-made examinations in mainstream science.

FALL COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Biology I, General			2	50					2	50
Physics			1	0					1	0
Miscellaneous Courses	1	100	8	88	2	100			11	91
TOTAL	1	100	11	73	2	100			14	79

SPRING COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Biology I, General			2	0					2	0
Physics			7	100					7	100
Miscellaneous Courses	1	100	1	0	2	100			4	75
TOTAL	1	100	10	70	2	100			13	77

- Three-fourths of the Asian students were not reported to have taken a science course in the fall and the same proportion were apparently not enrolled in the spring.
- These students passed their courses at approximately the same high rate as did their Spanish-speaking peers.

Table 39. Number of Academic and College/Career Orientation Program students attending courses and percent passing teacher-made examinations in social studies.

(Chapter 720, Spanish-speaking students, fall)

FALL COURSES	GRADE 9		GRADE 10		GRADE 11		GRADE 12		TOTAL	
	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING
American History I, Academic			1	100	2	100			3	100
American History I, General	2	100	1	100	4	75			7	86
World History I, Academic	7	71	9	78					16	75
World History I, General	1	100			7	100			8	100
Latin American Studies	5	60	1	0	3	100			9	67
Miscellaneous Courses	13	85	22	73	39	95			74	86
TOTAL	28	79	34	74	55	95			117	85

- The 117 Chapter 720 students reported to have taken a fall bilingual social studies course represent 43 percent of all Chapter 720 students.
- The 85 percent of reported students that passed their course is a considerably larger proportion than the 60 percent that the program had anticipated.
- Students at all grade levels and in all courses surpassed the program goal.
- Eleventh graders did especially well in their courses.
- The Latin American Studies course was apparently the most difficult of those reported on.

Table 40. Number of Academic and College/Career Orientation Program students attending courses and percent passing teacher-made examinations in bilingual social studies.

(Chapter 720, Spanish-speaking students, spring)

SPRING COURSES	GRADE 9		GRADE 10		GRADE 11		GRADE 12		TOTAL	
	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING
American History I, Academic	3	67	1	100	7	86			11	82
World History I, Academic	3	33	5	40					8	38
World History I, General	8	63	1	0	2	0			11	45
World History II, Academic	1	0	9	100					10	90
World History II, General	4	75	1	100	3	67			8	75
Western Civilization					3	100			3	100
Eastern Civilization					2	100	1	100	3	100
Latin American Studies	15	80	1	100	3	100			19	84
Miscellaneous Courses	11	82	18	83	30	90			59	86
TOTAL	45	71	36	81	50	86	1	100	132	80

- Social studies course results were reported for almost one-half of the Chapter 720 students.
- Students generally were not quite as successful as they had been in the fall but exceeded the program objective by fully 20 percentage points.
- Students taking World History II, Academic and those taking Eastern and Western Civilization did especially well while those taking World History I, Academic and General, had poor results.
- There is again a regular progression in passing rates from ninth graders to twelfth graders, with those in the upper grades doing better.

Table 41. Number of Academic and College/Career Orientation Program Spanish-speaking students attending courses and percent passing teacher-made examinations in mainstream social studies.

FALL COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
American History I, Academic	1	0					2	50	3	33
World History I, Academic	2	0					11	100	13	85
Miscellaneous Courses*	2	50	1	0	3	67	19	100	25	88
TOTAL	5	50	1	0	3	67	32	97	41	83

SPRING COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
American History I, General							8	75	8	75
World History I, Academic	2	0					2	100	2	50
Miscellaneous Courses**	2	100	2	100	15	87	26	92	45	91
TOTAL	4	50	2	100	15	87	36	92	57	86

*Includes the following courses that had fewer than three students: American History I, General, World History I, General, World Geography I, Academic, and Eastern Civilization.

**Includes the following courses that had fewer than three students: American History I, Academic, World History I, General, World History II, Academic, American studies, and Latin American Studies.

.As in math and science courses, Spanish-speaking students taking mainstream social studies courses did approximately equally well as those in bilingual courses.

.Better than 80 percent of these students passed their courses in both semesters.

.As in almost all other content areas and program groupings, those in the upper grades passed at a higher rate than did younger students.

Table 42. Number of Asian students attending courses and percent passing teacher-made examinations in mainstream social studies.

FALL COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
World History I, General			5	80					5	80
Miscellaneous Courses			1	100	2	100			3	100
TOTAL			6	83	2	100			8	88

SPRING COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
World History I, General			6	83					6	83
World History II, General			4	75					4	75
Miscellaneous Courses			1	100	2	100			3	100
TOTAL			11	82	2	100			13	85

.Only a few of the Asian students were reported to have taken social studies courses.

.Those that did, did very well in their courses.

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Table 43. Number and percent of Dropout Prevention Clinic ninth-grade students passing teacher-made examinations in mathematics, science, and social studies.

Course	FALL 1980 N	FALL 1980 Number Passing	FALL 1980 Percent Passing	SPRING 1981 N	SPRING 1981 Number Passing	SPRING 1981 Percent Passing
Mathematics						
General Math I	20	10	50	11	7	64
General Math II	--------	NO DATA	--------	14	9	64
TOTAL	20	10	50	25	16	64
Science						
General Science I	12	6	50	5	3	60
General Science II, Acad.	--------	NO DATA	--------	6	3	50
General Science II, Gen.	--------	NO DATA	--------	5	2	40
TOTAL	12	6	50	16	8	50
Social Studies						
American History I, General	1	1	100	--------	NO DATA	--------
World History I, Academic	18	10	56	8	3	37
Latin American Studies	1	1	100	1	-	--
World History II, Academic	--------	NO DATA	--------	16	11	69
TOTAL	20	12	60	25	14	56
Attitude Toward School	14	10	71	25	16	64

- Virtually all Dropout Prevention Clinic participants were reported to have taken mathematics and social studies courses in both fall and spring. Well over one-half of students took science courses.
- These students generally did not do nearly as well in the their courses as did students in the main bilingual program.
- The spring rate of 64 percent passing math courses, however, is slightly better than the spring rate for ninth graders in the main bilingual program taking bilingual mathematics courses.
- Success rates in science courses (an average of 50 percent in both semesters) were especially poor.

Table 44. Significance of the difference between attendance percentages of students in the Academic College/Career Orientation and High School Equivalency Programs and the attendance percentage of the school.

Average School-Wide Attendance Percentage: 68.18

Grade	N	Mean Percentage	Standard Deviation	Percentage Difference	t	p
			Spanish-speaking Students			
9	74	83.2	13.8	15.0	9.40	.0001
10	44	80.1	13.3	11.9	5.93	.001
11	82	88.2	9.3	20.0	19.41	.0001
12	46	89.3	7.8	21.1	18.20	.0001
TOTAL	247*	85.4	11.8	17.2	23.10	.0001
H.S. Equvalency	70	72.3	20.8	4.1	1.64	.06
TOTAL	317*	82.5	15.2	14.4	16.78	.0001
			Asian Students			
9	13	84.8	4.6	16.7	12.98	.0001
10	38	91.4	11.9	23.2	12.08	.0001
11	5	80.6	30.8	12.4	0.90	NS
TOTAL	57*	89.0	13.4	20.9	11.73	.0001

*Includes students for whom grade was not known.

- Student in the Academic College/Career Orientation Program at all grade levels attended school, on average, more than 80 percent of the time. This compares very favorably with the school-wide rate of 68 percent.

- Except for the very small group of Asian eleventh graders, the difference between program student rates and the school-wide rate are very highly significant, statistically.

- The average attendance rate for High School Equivalency Program student was just four percent higher than the school average and was almost, but not quite, statistically significantly different.

- Asian students, especially those in tenth grade attended somewhat more regularly than their Spanish-speaking peers (an average of 89 percent, as opposed to 85 percent).

Table 45. Significance of the difference between attendance percentages of Dropout Prevention Clinic students and the attendance percentage of similar non-program students.

	N	Mean Percentage	Standard Deviation	Percentage Difference	t	p
Program Students	26	63.3	20.3	6.7	1.19	NS
Non-Program Students	20	56.6	16.7			

.Students participating in the Dropout Prevention Clinic attended school at a seven percent higher rate than did a sample of 20 students who qualified for the clinic program but were not included in it.

.The difference in attendance rates was not significant, statistically.

Table 46. Number and percent of Dropout Prevention Clinic students who were mainstreamed, dropped, or retained in the program.

	Mainstreamed	Dropped From Program	Retained in Program or Unknown	Total
Number	15	1	10	26
Percent	58	4	38	100

.The program accomplished its objective of mainstreaming at least 50 percent of Dropout Prevention Clinic participants.

Table 47. Number and percent of program students by length of enrollment, subprogram, and language group.

Subprogram	Enrolled for Neither Entire Fall Nor Spring #	%	Enrolled Entire Fall, but Not Spring #	%	Enrolled Entire Spring but Not Fall #	%	Enrolled Entire Year #	%	Total
Spanish-speaking Students									
Dropout Prevention	5	19	1	4	16	61	4	15	26
High School Equivalency	21	28	11	15	22	30	20	27	74
Academic and College/ Career Orientation	32	11	30	10	28	10	196	69	286
TOTAL	58	15	42	11	66	17	220	57	386
Asian Students									
Academic	7	12	0	--	12	21	38	67	57
TOTAL* Spanish-speaking and Asian Students	66	15	42	9	78	17	262	59	448

*Includes five students for whom language was not reported.

.While only 59 percent of program students were enrolled for the entire year, the rate for those in the Academic and College/Career Orientation programs was better than two out of three.

.More than 60 percent of those in the Dropout Prevention Clinic were enrolled for the full spring semester but not for the entire fall (i.e. they entered during the fall or at the beginning of the spring semester).

.A plurality (30 percent) of those in the High School Equivalency Program also entered during the fall or at the beginning of the spring semester.

.Fifteen percent of students were enrolled for neither the full fall nor the entire spring semester.

.The High School Equivalency program has an especially high proportion (28 percent) of its students in this category.

Table 48. Achievement of program objectives.

Objective	Objective Accomplished Yes/No	Comments
High School Equivalency		
1. 60 percent of tested H.S.E. students will pass GED	Yes	26 students (65 percent) out of the 40 students who took the test passed it
2. H.S.E. students remaining in program for one year will improve in English reading at .05 level of significance	Not determined	Insufficient data
3. 60 percent of students enrolled in individualized mathematics instruction will master at least one objective per month on teacher-developed tests based on the G.E.D. test	Yes	87 percent of students met or exceeded the the criteria
4. Participation will improve attendance by 25 percent over previous period	Not determined	No comparison data
5. Participants will have a dropout rate that is significantly lower and an attendance rate that is significantly higher than those of similar non-participants	Not determined	No comparison data
6. Percent of graduates continuing education will equal or surpass mainstream graduates	Not determined	No comparison data

Table 48. Achievement of program objectives.
(continued)

Objective	Objective Accomplished Yes/No	Comments
High School Equivalency		
7. 80 percent of participants in H.S.E. will apply for college or jobs, and 60 percent will be accepted or placed	Not determined	Data provided on only 8 students
Dropout Prevention Clinic		
1. 50 percent of participants will be mainstreamed in bilingual or regular academic program	Yes	58 percent of participants were mainstreamed
2. Participants will improve attendance by 25 percent when compared with previous year	Not determined	No data
3. Participants will have a dropout rate that is significantly lower than that of similar students	No	Both groups had a dropout rate of 4 percent, 96 percent retention rate
4. Particpants will have a significantly higher rate of attendance than a comparable group	No	Attendance rate for program students was 63 percent, and for comparison group was 57 percent. Not significant at .05 level.
College/Career Orientation Program		
1. 60 percent of participants will pass NYS Regents Competency Test in English and Mathematics (11th and 12th graders only)	Yes	97 percent of students taking Regents passed

Table 48. Achievement of program objectives.
(continued)

Objective	Objective Accomplished Yes/No	Comments
College/Career Orientation Program		
2. 80 percent of participants will apply for college or job, and 60 percent will be accepted or placed	Not determined	77 percent of graduates intend to attend college, 5 percent vocational training, 3 percent job and 2 percent armed forces. A total of 90 percent indicated plans for additional education or work
3. Percent of graduates continuing education will equal or surpass mainstream graduates	Not determined	No comparison data
All Program Students		
1. 60 percent of E.S.L. students will increase 10 or more objectives when post-tested on same level of CREST		57 percent of students post tested on the same level increased 10 or more objectives. 97 percent of students who changed levels increased 10 objectives or more
2. Full year students will improve in Spanish reading at the .05 level of significance.	Yes	Gains were highly significant at all grades
3. 60 percent of Chapter 720 students taking social studies and science in Spanish will pass course	Yes	79 percent passed science courses in the fall; 83 percent in the spring; 85 percent passed social studies courses in the fall; 80 percent in the spring.

X. CONCLUSIONS AND RECOMMENDATIONS

Theodore Roosevelt has a record of impressive achievement in developing, maintaining, and assimilating bilingual programs that are flexible enough to adjust to the needs of students from an unstable and deteriorating attendance area. It has created a smooth transition from project ABLE to a consolidated foreign language/bilingual education department that permits staff members to more efficiently pool resources. New Title VII funding of project SUCCESS allows the school to lead the way in important and innovative services such as the Dropout Prevention Clinic and the Spanish High School Equivalency Program.

Of special note is the apparently warm and cooperative relationship between the staff members of SUCCESS, between SUCCESS and the larger bilingual program, and between the bilingual program and the mainstream. These relationships create many advantages for students as instructional materials, educational expertise, and other resources are freely shared.

Project SUCCESS in its first year has established itself as providing vital services for students who were otherwise destined to find themselves without the skills and credentials essential to rise above unemployment or menial, low-paying jobs. Despite the problem, beyond the administration's control, of two teachers' transferring in February that affected both the High School Eqivalency Program and the Dropout Prevention Clinic, the excellence of supervision and the commitment of the staff apparently allowed both programs to function with little loss of quality.

The effectiveness of both programs is in part confirmed by the principal's decision to include one High School Equivalency Program class and at least one Dropout Prevention Clinic class in the mainstream next September. The principal

has also committed seven tax-levy units to these programs for 1981-1982.

The College/Career Orientation Program provides services essential to enable foreign-born and recently arrived immigrant students, who have almost no concept of what job and college opportunities exist in the United States, to plan for their futures.

The evaluation team wishes to offer the following recommendations:

1. The success of the Dropout Prevention Clinic suggests the desirability of additional classes to provide the motivation, guidance, and intensive instruction that can prevent restless and discouraged students from truancy and eventual dropout.

2. Bilingual College/Career Orientation might be effectively extended to reach students earlier than the eleventh grade. Teachers of ninth-graders report that students who are very intelligent and able often leave school because they have little awareness of what they are working towards.

3. The rapidly growing number of Vietnamese-speaking students, all of whom are of limited English proficiency, and who are at a critical point between the devastation of war and adjustment to the requirements of a new culture, require more help than can presently be provided by the single Vietnamese paraprofessional. The school is requesting a Vietnamese content-area program, and additional resources in the form of paraprofessionals and instructional materials.

4. More programs are needed to meet the needs of students who score beneath the twenty-first percentile of the English LAB but whose Spanish score is below the English score. These students, with low reading and math scores, are frequently potential dropouts.

5. A bilingual special education class, included within the foreign language/bilingual education department, would meet the needs of students who are unable to function either in regular bilingual classes or in the mainstream. Last year, ten program students were referred for evaluation and were found to need special education, but at present no such bilingual classes exist.